

UF ETD L<sup>A</sup>T<sub>E</sub>X<sub>2</sub> $\epsilon$  THESIS AND DISSERTATION  
TEMPLATE TUTORIAL

By

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A TUTORIAL PRESENTED TO THE GRADUATE SCHOOL  
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF THE UNIVERSE

UNIVERSITY OF FLORIDA

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I dedicate this to everyone that helped revamp this template

## ACKNOWLEDGMENTS

Thanks to all the help I have received in writing and learning about this tutorial.

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Abstract of Tutorial Presented to the Graduate School  
of the University of Florida in Partial Fulfillment of the  
Requirements for the Degree of Master of the Universe

UF ETD L<sup>A</sup>T<sub>E</sub>X2<sub>ε</sub> THESIS AND DISSERTATION  
TEMPLATE TUTORIAL

By

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December 2006

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Major Department: Electronic Thesis and Dissertations

This document is the official tutorial outlining the use and implementation of the UF L<sup>A</sup>T<sub>E</sub>X2<sub>ε</sub> template for use on thesis and dissertations. The tutorial will cover the basic files, commands, and syntax in order to properly implement the template. It should be made clear that this tutorial will not tell one how to use L<sup>A</sup>T<sub>E</sub>X2<sub>ε</sub>. It will be assumed that use will have had some previous knowledge or experience with L<sup>A</sup>T<sub>E</sub>X2<sub>ε</sub>, but, links will be provided to tutorials which will be helpful in learning for those are new to L<sup>A</sup>T<sub>E</sub>X2<sub>ε</sub>.

CHAPTER 1  
HOW TO OBTAIN AND "INSTALL" L<sup>A</sup>T<sub>E</sub>X<sub>2</sub> $\epsilon$  UF TEMPLATE

**1.1 Introduction**

This section will discuss the files, programs, and packages needed to correctly implement the UF ETD L<sup>A</sup>T<sub>E</sub>X<sub>2</sub> $\epsilon$  template in accordance with UF gradschool editorial office guildlines.(I think...)

**1.1.1 Required Files and Programs**

The following file packages are required:

1. MiKTeX
  - Can be acquired from the following site: <http://www.miktex.org/>
  - Follow the install instructions and setup located here: <http://www.miktex.org/setup.html>
  - For more general information regarding the ufthesis L<sup>A</sup>T<sub>E</sub>X<sub>2</sub> $\epsilon$  template please follow: <http://etd.circa.ufl.edu/tex.html>
2. Hanging Package
3. Caption Package
4. Hyperref Package

**1.1.2 Optional Files and Programs**

The following programs are not needed but may be very useful when editing documents in L<sup>A</sup>T<sub>E</sub>X:

1. WinEDT
  - This text editor is recommended for use editing T<sub>E</sub>X-files as it has many useful built in macros and is easy to use
  - This program can be found and downloaded here: <http://www.winedt.com/>
2. The GIMP (GNU Image Manipulation Program)
  - A freeware graphics editing program for picture editing and file conversions

- Comparable to Adobe Photoshop
  - Can be downloaded here: <http://www.gimp.org/>
3. A good reference of  $\text{\LaTeX}2\epsilon$  commands
- This should be included on the ETD website here: <http://etd.circa.ufl.edu/tex.html>

## 1.2 Comments

As can be seen, not all the aforementioned files and programs are needed. There are other text editors and builds of  $\text{\LaTeX}2\epsilon$  out there which may or may not be better suited to your needs. Suffice to say, the above items were what the writer of the tutorial used in order to generate and edit all  $\text{\LaTeX}2\epsilon$  that he has seen and or edited thus far. There are multiple text editors available made in order to edit/generate  $\text{\LaTeX}$  documents in an easier manner. One that is widely used is named Lyx. It is a WYSIWYG editor for  $\text{\LaTeX}$ . Although it provides a simple way to type up your document, ala MS Word, yet, the code it generates is usually hard to follow and troubleshoot, but, it can be useful in generating and manipulating large and/or complex equation and tables. Therefore, I only recommend Lyx for the above reason of writing complex equations/tables and then pasting the code back into WinEDT or even notepad.

## 1.3 Included Files That Come With The Template

The template is made up of various `.tex` files and a `.cls` file. These `.tex` files are the actual text and commands used to generate the final document. The `.cls` file incorporates the formatting of the document.  $\text{\LaTeX}$  references `.cls` and uses the formatting definitions there to be applied to the `.tex` files. It should also be mentioned that the files in table 1-1 are not all the files in the template. There are, of course, this tutorial, as well as additional packages required to correctly run the template.

Table 1-1: Main files included in the template

File	Description
<a href="#">abstract.tex</a>	Abstract
<a href="#">acknowledgements.tex</a>	Acknowledgement
<a href="#">appendix.tex</a>	Contains/references all appendices files through the "input" command
<a href="#">appendixA.tex</a>	Appendix A
<a href="#">appendixB.tex</a>	Appendix B
<a href="#">bibliography.tex</a>	References
<a href="#">bio.tex</a>	Biographical sketch
<a href="#">chapter1.tex</a>	Chapter 1
<a href="#">chapter2.tex</a>	Chapter 2
<a href="#">chapter3.tex</a>	Chapter 3
<a href="#">chapter4.tex</a>	Chapter 4
<a href="#">chapter5.tex</a>	Chapter 5
<a href="#">dedication.tex</a>	Dedication
<a href="#">extraparameters.tex</a>	Misc. commands/settings
<a href="#">packages.tex</a>	Packages to be used
<a href="#">TOC.tex</a>	Table of contents(auto-generated)
<a href="#">ufsampleETD.tex</a>	Main file(compile this file)
<a href="#">userinfo.tex</a>	Personal/thesis info
<a href="#">usercommands.tex</a>	User-defined commands go here
<a href="#">ufthesis.cls</a>	Formatting file(heart of the template)

\*Clicking on a file name will open up that file in your default web browser

CHAPTER 2  
NOTES ON MATH

2.1 The Fun Begins

For the most part, mathematical notation and typesetting will be left up the user to learn. There are some incredibly helpful guides related to the typesetting of math formulas and other items in L<sup>A</sup>T<sub>E</sub>X. Here they can be found at the following:

- <http://sea.am.ub.es/Latex/ltx-2.html>
- <http://www.staff.uni-mainz.de/pseelig/latex/>
- <http://makingtexwork.sourceforge.net/mtw/>

2.2 Mathematical Notation

Here are some examples of math equations which are not numbered:

$$\int_0^6 f(x, y) dx dy.$$
$$\iint_D f(x, y) dx dy.$$
$$\underset{n=0}{\overset{100}{\iiint}} X+Y + f(x, y) dx dy.$$

This is the code that produced the above:

```
\int_{0}^{6} f(x,y)\,dx\,dy.$ \ \ %  
\iint_{D} f(x,y)\,dx\,dy.$ \ \ %  
\underset{n=0}{\overset{100}{\iiint}}\!$ %  
X+Y $+f(x,y)\,dx\,dy.$ \ \ %
```

Here is an equation which is numbered and referenced:

$$f(x) = a_0 + a_1z + a_2z^2 \tag{2-1}$$

$$f = A + B$$

$$f = C + D + E \tag{2-2}$$

$$f = N$$

Note that Eq. 2-1 is quadratic and that it has an equation number, unlike the previous equation set.

Here is the code which produced the numbered equation:

```
\begin{equation}
\label{eq:quad} f(x) = a_0 + a_1 z + a_2 z^2
\end{equation}
```

## CHAPTER 3 HEADING FORMAT FOR THESES AND DISSERTATIONS

In this chapter we demonstrate the various level headings and their corresponding  $\LaTeX$  commands.

### 3.1 First-Level Subheadings

The `\section` command is used for the first-level subheadings. The heading is centered, underlined or **boldface**. You must capitalized the first letter of principle words. There should be no more than a triple-space (2 blank lines) before or after the heading.

#### 3.1.1 Second-Level Subheadings

The `\subsection` command is used for the second-level subheadings. The heading should be flush left, underlined or **boldface**. You must capitalize the first letter of principal words. There should be no more than a triple-space (2 blank lines) before or after the heading.

##### 3.1.1.1 Third-level subheadings

As suggesting in Appendix D of [1], it may be better to use the `\paragraph` command for third-level headings. Paragraph headings are indented, underlined or **boldface**, and followed by periods. Note that you do not have to enter the period in the argument of the `\paragraph` command as it is automatically typeset for you. Only the first letter of the first word and proper nouns are capitalized. Paragraph headings are not listed in the table of contents.

**Paragraph.** The `\subsubsection` and `\subparagraph` commands are available, but you may decided not to use them. An example of what these headings look like is given below.

#### 3.1.2 A Dummy Subsection Heading

This heading is just used to set up the following `\subsubsection` heading.

##### 3.1.2.1 This is a subsubsection heading

The following paragraph heading is used to set-up the `\subparagraph` heading.

**A Dummy Paragraph Heading.** Meaningless text.

**This is the subparagraph heading** here is a eqation it is eqn [2-2](#)

## CHAPTER 4 FIGURES AND TABLES

This section will demonstrate the implementation of figures, table, cross referencing, and landscaped pages.

The image shows the LATEX 2ε logo in a large, black, serif font. The letters 'L', 'A', 'T', 'E', and 'X' are spaced out, with the '2' and 'ε' following. The 'ε' is a small Greek letter.

Figure 4-1. L<sup>A</sup>T<sub>E</sub>X2 $\epsilon$  logo, resized for no reason, also it is figure 4-2, and this caption is being extended in order to test that it has the correct indentation.

A quirk in the L<sup>A</sup>T<sub>E</sub>X2 $\epsilon$  template is the centering of table and figure captions...which the editorial office will not accept. This is actually only a problem for captions that are less than the width of the paper (within the margins that is). In order to fix this problem, we have implemented a temp fix for the moment. Using the following codes, which each differ ever so slightly depending if the caption is for a table or figure, which are utilized by inserting the given code in the table or figure environments just after you declare the start of that environment:

### FOR TABLES:

```
\makeatletter
\long\def\@makecaption#1#2{%
  \vskip\abovecaptionskip
  \sbox\@tempboxa{#1: #2}%
  \ifdim \wd\@tempboxa >\hsize
    #1: #2\par
  \else
    \global \@minipagefalse
    \hb@xt@\hsize{\box\@tempboxa\hfil}%
  \fi}
\makeatother
```

FOR FIGURES:

```
\makeatletter
\long\def\@makecaption#1#2{%
  \vskip\abovcaptionskip
  \sbox\@tempboxa{#1: #2}%
  \ifdim \wd\@tempboxa >\hsize
    #1: #2\par
  \else
    \global \@minipagefalse
    \hb@xt@\hsize{\box\@tempboxa\hfil}%
  \fi
  \vskip\belowcaptionskip}
\makeatother
```

Table 4-1: The First Table

First	Second
12	26
17	93

Testing figures and tables. Testing figures and tables. Testing figures and tables.  
Testing figures and tables. Testing figures and tables. Testing figures and tables. Testing  
figures and tables. Testing figures and tables.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer ante. Ut tincidunt  
ultrices turpis. Phasellus nonummy pulvinar sem. Donec sem nisl, rhoncus eu, porttitor  
in, blandit nec, arcu. Vestibulum tincidunt ante. Pellentesque quis massa. Proin vehicula  
feugiat turpis. Aenean at tellus sed justo ornare dictum. Nullam sit amet libero nec lorem  
sodales cursus. Donec tortor nulla, convallis in, suscipit in, posuere at, nunc.

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orci non urna. Phasellus ligula. Ut nonummy. Suspendisse potenti. Donec posuere justo  
quis eros. In erat. Nunc aliquam metus sed dui. Fusce justo felis, posuere a, elementum  
non, semper eget, mi. Morbi iaculis lorem at sem. Vestibulum ante ipsum primis in  
faucibus orci luctus et ultrices posuere cubilia Curae; Cum sociis natoque penatibus et  
magnis dis parturient montes, nascetur ridiculus mus. Phasellus velit. Maecenas libero  
tortor, pharetra id, dictum ac, lacinia vestibulum, urna. Lorem ipsum dolor sit amet,  
consectetur adipiscing elit. In libero nunc, fringilla a, condimentum lobortis, consequat

eget, quam. Phasellus eget nisi. Maecenas risus ligula, euismod a, tristique non, sagittis eu, quam. Donec metus nunc, varius ut, lacinia sit amet, pellentesque ac, mauris. Nulla mollis aliquam metus.

Maecenas nulla nisl, faucibus vitae, porttitor sit amet, rhoncus ut, ipsum. Maecenas nec mi. Proin non metus. Maecenas congue euismod diam. Curabitur non lacus id ante cursus egestas. Nam enim est, convallis quis, sagittis nec, venenatis et, enim. Fusce arcu. Nam velit. In eu tellus. Suspendisse potenti. Proin nec dui quis lorem feugiat malesuada.

Aliquam sagittis tellus at arcu. In consectetur orci a nibh. Nulla lacinia tincidunt quam. Nulla facilisi. Etiam eget pede et nibh mollis pharetra. Integer ac magna vel nisl feugiat euismod. Nullam gravida fringilla dui. Cras commodo, elit non fringilla ultricies, urna magna bibendum dolor, et aliquet arcu nibh non tellus. Etiam velit. Morbi vel arcu. Cras tortor enim, adipiscing sit amet, convallis eget, fermentum quis, neque. Cras vitae pede. Nam mattis. Nulla vitae quam. Proin sit amet ligula. Aliquam tempus ligula. Sed eget sem in sapien tincidunt faucibus.

Maecenas at urna eu arcu tempor nonummy. Nulla et nisl. Curabitur vel eros. Quisque magna. Sed feugiat. Etiam adipiscing erat. Morbi porttitor. Pellentesque velit. Nullam est dolor, egestas a, bibendum eget, faucibus sed, pede. Maecenas lobortis laoreet nisi. Quisque mi arcu, convallis quis, lacinia vitae, semper sit amet, orci. Curabitur semper, elit eu vulputate commodo, libero lectus bibendum elit, dictum mollis quam enim non felis. Suspendisse a neque. Aliquam nibh tortor, congue eu, dapibus non, dapibus at, magna. Etiam sed risus. Quisque at nisi. Proin faucibus nisl condimentum elit. Nulla ac libero. Mauris ornare nunc sit amet risus. Sed blandit lorem ac nibh.

LATEX 2 $\epsilon$

Figure 4-2: LATEX2 $\epsilon$ . logo

## CHAPTER 5 TESTING FOOTNOTES AND LISTS

We will now work on testing footnotes.<sup>1</sup> Footnotes are required to be typeset single-spaced with a double-space between individual footnotes.<sup>2</sup> Also, all footnotes are required to be typeset on the page on which the footnote mark occurs.

Here is some list action:

- This bulleted list conforms to the editorial office's standards
- Here is another bullet.
- The commands to implement the bullet and numbered lists are custom user-defined commands which can be seen in the [usersetcommands.tex](#) file
- here is another long thing so that i test the correct wordwrap and indentation

Next, a numbered list will be demonstrated.

1. Number One
2. This is longer than i would like to be typing at the moment because i hate typing alot and that is fact
3. Weeeeeeeeeee

Here is some text to test the spacing between a paragraph and lists.

1. This is a numbered item
2. This is longer than i would like to be typing at the moment because i hate typing alot and that is a fact that cannot be denied
3. Lalalalala

YAY, it works as intended. Now for the code that produced the above lists. The code that produced these lists can be seen in following file : [chapter5.tex](#).

---

<sup>1</sup> This is the first footnote. To test if the footnote is typeset single-spaced, we add meaningless text until we can see a second line.

<sup>2</sup> See the Editorial Office guidelines

## CHAPTER 6 CONCLUSION

Acquiring information for a risk averse manager is never a trivial task. One might think the imposed risk from motivating another task would naturally force the manager to collect more information. But the contract design is subtle. If the imposed risk on the manager is too small, he will not acquire information, but just invest in the project; if the imposed risk is too high, the manager will not do the work either, but just forgo the project.<sup>1</sup> This paper shows that auditing, when conducted properly, can help create efficient incentives for the manager to acquire information.

An audit of the manager's acquired information is beneficial because it aligns the manager's incentives in acquiring useful information and in making a proper investment decision. But if the board of directors cannot commit not to use the disclosed information to renegotiate the initial contract, an extensive audit may exacerbate the control problem. Therefore, if the audit technology is not highly effective in identifying misstatements, the auditor may only want to verify whether the manager's report is consistent with his investment decision, but allow the manager to keep the finer details private. This arrangement is beneficial because it also reins in the self-interested behavior coming from the owner's side. Together with the manager's behavior, it depicts an interesting balance in equilibrium.

Financial reports contain information that is useful for future decision-making. The consequences of past decisions are also recorded in financial reports. The auditor verifies the reported information thus serves as a monitoring device of managers' decisions. It is important for the auditor to understand the manager's dynamic decisions making. The manager's decision in financial reporting is correlated with his decision in productive

---

<sup>1</sup> Laux [2004] pointed out that motivating the manager to implement another task cannot automatically provide the manager the right incentive to collect information. It is always necessary to motivate information acquisition explicitly.

actions, which in turn affects the underlying resource allocation. Ex post uses of reported information influence the manager's ex ante incentives to acquire information and make a proper investment decision. It is also important to recognize the economic consequences of standard setting. The rules on financial reporting and auditing change the preparers' behavior. Standard-setters are not regulating nature but rational economic agents.

The results echo the line of literature that provides explanations for earnings management based on the effect of renegotiation (a violation of the Revelation Principle's assumptions).<sup>2</sup> My analysis focuses on how renegotiation affects the manager's investment behavior when the audited information is endogenously acquired. Audit technology determines how much information is to be disclosed. In contrast, a perfect audit in my model results in a first-best scenario and the manager's information should be disclosed. The intuition is that the manager's shirking means no useful information is produced and thus will be detected in the audit. The adverse effect of renegotiation is amplified only when the audit technology is relatively ineffective so using the auditor's report alone is not informative enough to provide incentives for the agent to work. My analysis emphasizes the subtlety of the audit function and therefore the solution is "interior"—motivating accurate financial reports may or may not be efficient. Auditors' judgments are the centerpiece.

Some argue that we impose too much responsibility on the auditor. The auditor's job is to "check whether a reported number is correct". The auditor does not ask why and how the number is generated. As the auditor assesses audit risk and materiality before performing substantive tests of transactions, however, she is concerned about management. SAB 99 advises the auditor to investigate the manager's incentives carefully as opposed to setting some mechanical materiality threshold. Accounting firms hire

---

<sup>2</sup> See Demski and Frimor [1999], Christensen, Demski and Frimor [2002], Christensen, Feltham and Sabac [2004] and Gigler and Hemmer [2004].

experts to audit R&D contracts because they have superior knowledge to evaluate the manager's performance. Auditing is not a simple task in that it requires the auditor formulate judgments. The deeper the auditor understands managerial decisions, the easier the auditor reaches a correct conclusion.

Some worry about the auditor's incentives if she is provided more discretion. That is a valid concern. There is another round of incentive problems. One problem is how the PCAOB evaluates the auditor's work when their opinion is at odds with the auditor's judgments. Auditor's exposure to legal liability forces standard setters to consider simple, rules-based standards that permits less discretion. The audit fees, market competition, etc., all influence the auditor's behavior. A model with multiple players would be more appropriate to address these questions. But our model provides a salient structure of the audit function. More importantly, we point out the gap in the understanding of financial reporting and auditing. If financial reporting is a sophisticated communication process, auditing should help to serve this goal. We first provide a benchmark where an ideal auditor should perform, then we search for feasible mechanisms to induce the auditor to perform as we hope. After all, the questions boil down to the trade off between revealing information enforced by an auditor and the resulting concerns for efficiency. The main message from my study is well reflected here: the optimal auditor's choice depends on the context that creates the incentive nexus and there is no panacea for all the reporting issues. Auditors are expected to rely on judgments to deliver high-quality work.

Besides revelation mechanisms, there are other mechanisms that may make the discovered information useful. Contract renegotiation takes into consideration newly discovered information. Thus the manager's investment incentives are better aligned with the current situation. In this way, the spillover effect between information acquisition and investment decisions can be isolated. Efficiency is strictly improved. However, the result hinges on the assumption that there is no additional cost to invest in the project. An extension would drop this assumption and examine the spillover effect between the two

tasks. We might find that interim contract renegotiation can disrupt the synergy between the two tasks.

APPENDIX A  
EXAMPLE OF A HALF TITLE PAGE

LATEX 2 $\epsilon$

Figure A-1: LATEX2 $\epsilon$ . logo

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas eget magna. Aenean et lorem. Ut dignissim neque at nisi. In hac habitasse platea dictumst. In porta ornare eros. Nunc eu ante. In non est vehicula tellus cursus suscipit. Proin sed libero. Sed risus enim, eleifend in, pellentesque ac, nonummy quis, nulla. Phasellus imperdiet libero nec massa. Ut sapien libero, adipiscing eu, volutpat porttitor, ultricies eget, nisi. Sed odio. Suspendisse potenti. Duis dolor augue, viverra id, porta in, dignissim id, nisl. Vivamus blandit cursus eros. Maecenas sit amet urna sit amet orci nonummy pharetra.

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Nullam mi. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Duis vitae metus in massa hendrerit rhoncus. Fusce tortor justo, laoreet eu, facilisis at, gravida et, felis. Donec imperdiet mollis erat. Integer tempus nulla ac lorem. Fusce porttitor. Aenean quis arcu. Morbi consectetur, leo eu mollis elementum, urna massa malesuada risus, euismod tempor lorem elit ut mauris. Cras elit orci, facilisis ac, mattis iaculis, cursus ac, augue. Donec eget nisl. Pellentesque fermentum sodales nibh. Vivamus non risus. Donec est libero, tincidunt sit amet, pretium vitae, blandit sed, tellus. Nunc diam risus, interdum sed, laoreet quis, varius ac, turpis. In et purus eget nibh vehicula rhoncus. Aenean et neque. Praesent nisl nisi, tempus quis, nonummy ac, auctor a, neque. Suspendisse et metus. Suspendisse non metus eu mauris auctor sagittis.

## APPENDIX B MORE STUFF

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Maecenas sagittis magna quis ligula. Duis vestibulum mi a felis. Aenean accumsan mattis massa. Nullam lacus sem, consectetur non, condimentum sit amet, pharetra ac, odio. Morbi nisi magna, tincidunt sed, placerat nec, tincidunt id, lectus. Donec ac dui non mauris vulputate aliquam. Nullam scelerisque congue pede. Integer ipsum. Vestibulum auctor. Suspendisse eget leo id libero cursus dictum. Sed malesuada. Aliquam imperdiet. Donec dui metus, porta eu, aliquet vel, vulputate vitae, lacus.

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## BIOGRAPHICAL SKETCH

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